# Inquiry Process Rubric

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| INITIATING AND PLANNING | talks about things that are of interest | asks simple questions about objects and events that are observable | uses observations to ask questions to investigate, but questions are not always realistic | uses observations and prior knowledge to ask questions to investigate |
| | makes guesses about the outcome of an inquiry | makes simple predictions about the outcome of an inquiry, but they may be hoped-for outcomes | makes simple predictions about the outcome of an inquiry based on prior observations | makes thoughtful predictions about the outcome of an inquiry based on prior observations and knowledge |
| | with prompting, offers ideas for a procedure | contributes ideas for a procedure but they may not be complete | provides ideas for a simple procedure | provides clear, sequential steps for a simple procedure |
| | with prompting, identifies some materials which could be used to carry out the plan | identifies some materials and describes how they could be used to carry out the plan | selects materials and describes how they will be used to carry out the plan | selects appropriate materials to carry out the plan and explains reasons for choice |
| PERFORMING AND RECORDING | carries out the plan/ follows a simple procedure with prompting | carries out the plan/ follows most of a simple procedure | carries out the plan/follows a simple procedure | carries out the plan/ follows a simple procedure, making adjustments as necessary |
| | with prompting, uses some appropriate tools with assistance | selects and uses common tools | selects and uses some appropriate tools | selects and uses all appropriate tools |
| | makes simple observations using senses and, with prompting, records observations in provided charts or in drawings | makes some relevant observations using senses and records observations in provided charts or in drawings | makes relevant observations using appropriate senses and records observations using suitable method | makes relevant, detailed observations using appropriate senses and chooses an effective method for recording observations |
| | needs help to estimate measurements and, with prompting, records simple measurements | estimates measurements but units may not be appropriate, and records measurements which may be incomplete | estimates measurements using appropriate units and records measurements accurately | consistently estimates measurements using the most appropriate units and records measurements accurately in a variety of ways |
| | gets information from a teacher-chosen science source | uses some relevant information from familiar science sources | uses relevant information from science sources of the same type | uses relevant information from a variety of science sources |
| | needs help to follow safety procedures and rules | needs occasional prompting to follow safety procedures and rules | follows most safety procedures and rules | follows all safety procedures and rules and explains why they are needed |


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# Inquiry Process Rubric (Continued)

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| ANALYZING AND INTERPRETING | sequences or groups materials and objects based on simple teacher-chosen attributes | sequences or groups materials and objects based on a few simple attributes | sequences or groups materials and objects based on multiple attributes | accurately sequences or groups materials and objects based on multiple attributes |
| | needs help to sort materials according to simple criteria | sorts materials according to some of the criteria | identifies a method of sorting materials according to the criteria | identifies the most useful method of sorting materials according to the criteria |
| | with prompting, constructs a concrete-object graph, pictograph, or bar graph | constructs a concrete-object graph, pictograph, or bar graph but title and labels may be missing or inappropriate | constructs a concrete-object graph, pictograph, or bar graph with appropriate title and labels | constructs a concrete-object graph, pictograph, or bar graph with appropriate title and labels to accurately reflect results |
| | with prompting, identifies some patterns and discrepancies in objects and events | identifies and suggests simple explanations for some patterns and discrepancies in objects and events | identifies and suggests explanations for most patterns and discrepancies in objects and events | identifies and suggests clear explanations for patterns and discrepancies in objects and events |
| | with prompting, distinguishes between some useful and not useful information when answering a science question | distinguishes between some useful and not useful information when answering a science question but not all information may be relevant | focuses on relevant information and distinguishes between useful and not useful information when answering a science question | consistently distinguishes between useful and not useful information by focusing on strictly relevant information when answering a science question |
| | describes what happened | draws a simple conclusion based on observations but may not link conclusion to the initial question | draws a conclusion based on observations which link to the initial question | draws a conclusion based on observations and states if it supports or refutes their prediction |
| | with prompting, identifies some new questions but they may not be about this inquiry | identifies some simple new questions on the topic of this inquiry | identifies some new questions on the topic of this inquiry that could be investigated | identifies new questions on the topic of this inquiry and suggests how they could be investigated |

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# Inquiry Process Rubric (Continued)

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| COMMUNICATING AND TEAMWORK | willingly asks for help and accepts help from other group members | makes suggestions to group members as to what should be done | communicates with group members, sometimes with problems | communicates and works effectively with group members |
| | understands some scientific terminology but rarely uses it | understands simple scientific terminology but does not always use it correctly | usually uses scientific terminology appropriately | consistently uses scientific terminology appropriately |
| | with prompting, describes the result and some of the procedures | communicates basic information about the result and most of the procedures | communicates most of the information about the result and procedures | accurately communicates the information about the result and procedures |
| | listens to others and learns from their observations | listens to others and learns from their observations, and draws on their language use | considers and responds to the ideas of others and learns from their observations and descriptions | considers and responds to the ideas of others and applies the observations and descriptions to their own ideas and understandings |


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